Summary of Campus Metrics 2014-15

This set of metrics was prepared to inform the 2015-16 budget process. The metrics were identified in coordination with the Academic Senate Committee on Planning and Budget and compiled and prepared by Budget and Institutional Analysis from standard campus data sources. These metrics include multi-year trend data for the academic years 2009-10 through 2013-14, the most recent data available at the time of publishing. In some cases data through Fall 2014 is also provided.

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METRIC 1: Student Credit Hours – 3 Quarter Average

Student Credit Hours (SCH) by Course of Origin (Unit offering course)

1A. Undergraduate – Colleges and Divisions

1B. Undergraduate – Schools
1C. Graduate/Professional – Schools, Colleges, Divisions

Metric 1 Data Source: The Instructional Activity Information System (IAIS); Student Information System (SIS)

Notes:
1. Data reported for health sciences courses instruction is unaudited.
2. School of Nursing admitted first students in 2010-11
3. These data are also routinely available from the Student Information System Decision Support (SIS DS) System at: https://sisds.ucdavis.edu/
4. In 2013-14 metrics also included SCH by Pay (who pays instructor). The trend data was not noticeably different than “course” data at the aggregate so it has been excluded from this report. The data is still available in SISDS as noted above. Also Metric 6, Cross College Teaching, is another way to look at the difference between Pay or Course.
METRIC 2: Undergraduate Majors

Metric 2 Data Source: The Instructional Activity Information System (IAIS); Student Information System (SIS)

Note:
1. Three-quarter (F,W,Sp) average, duplicated headcount (students with n majors are counted n times)
2. Excludes L&S Collegewide and FNP Certificate
3. These data are also routinely available from the Student Information System Decision Support (SIS DS) System at: https://sisds.ucdavis.edu/
METRIC 3: Degrees Awarded

3A. Undergraduate

3B. Masters, Post Baccalaureate
3C. Doctorate

3D. Professional
3E. Degree Comparisons

Metric 3 Data Source: The Official Degree File submitted to UCOP

Notes:
1. Metrics reflect multiple major counts. Students are counted once for every major that appears in their degree file.
2. Chart 3A Undergraduate excludes L&S Collegewide and Vet Med Bachelor degrees
3. Chart 3B Masters, Post Baccalaureate excludes the FNP Certificate post-baccalaureate program which will be discontinued after Summer 2014.
4. The only post-baccalaureate program included is the Education Credential which is listed separate from the School of Education masters.
METRIC 4: Graduate Student Enrollment

4A. Graduate Group – Masters

4B. Graduate Group – Doctorate
4C. Departmental Program – Masters, Post-Baccalaureate

4D. Departmental Program – Doctorate
4E. Professional Programs

![Graph showing enrollment trends for different professional programs from Fall 2010 to Fall 2014.](image)

**Metric 4 Data Source:** The Instructional Activity Information System (IAIS); Student Information System (SIS)

**Notes:**
1. Enrollment is 3-quarter average headcount or 2-semester average for semester professional programs.
2. Metrics reflect multiple major counts. Students are counted once for every major that appears in their degree file.
3. Metrics assume that all Professional students who also have a graduate academic major are in a PhD program for the graduate academic major.
4. Departmental Program – Masters, Post Baccalaureate excludes the FNP Certificate post-baccalaureate program which will be discontinued after Summer 2014.
5. The only post-baccalaureate program included is the Education Credential. Education Credential enrollment is listed separate from the School of Education masters.
METRIC 5: Faculty Workload: Ratio of Student Credit Hours (SCH) to Faculty

All Instructional Faculty

5A. Colleges and Divisions

<table>
<thead>
<tr>
<th>Year</th>
<th>CA&amp;ES</th>
<th>CBS</th>
<th>COE</th>
<th>HArCS</th>
<th>MPS</th>
<th>DSS</th>
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</thead>
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<tr>
<td>2009-10</td>
<td></td>
<td></td>
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<td>2010-11</td>
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</table>

5B. Schools

<table>
<thead>
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<th>Year</th>
<th>SOE</th>
<th>GSM</th>
<th>LAW</th>
<th>SOM</th>
<th>SON</th>
<th>SVM</th>
</tr>
</thead>
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<tr>
<td>2009-10</td>
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<tr>
<td>2013-14</td>
<td></td>
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</tr>
</tbody>
</table>
Ladder Faculty Only (Including Lecturer Security of Employment)

5C. Colleges and Divisions

5D. Schools
Undergraduate Student Credit Hours by Rank Group*

5E. Colleges and Divisions

![Graph showing Undergraduate Student Credit Hours by Rank Group for different colleges and divisions over the years 2009-10 to 2013-14. The graph is divided into three categories: Ladder + SOE, Lecturer 18, and Other.](image-url)
Graduate Student Credit Hours by Rank Group*

5F. Colleges and Divisions
**Metric 5 Data Source:** The Instructional Activity Information System (IAIS); Student Information System (SIS)

**Notes:**

*Indicates metric or display added in 2014-15.

1. Includes 3-quarter average SCH by instructor’s pay department for all credit-bearing courses (fixed and variable) and all course levels (undergraduate, graduate, professional).

2. The SON began admitting students in 2010-11.

3. SCH data reported for Health Sciences is unaudited.

4. Only faculty Instruction and Research (I&R) appointments are included in the denominator, partial Agricultural Experiment Station (AES) appointments held by faculty are not accounted for in this calculation.

5. The spike in SON SCH/Faculty in 2012-13 is due to some Nursing faculty teaching in SOM courses related to the FNP program that was phased out after Summer 2014. This spike shows up on Figures 5B and 5D.
METRIC 6: Cross College Teaching
Percent of Student Credit Hours (SCH) Taught Outside Home School/College/Division

6A. Colleges and Divisions

6B. Schools

Metric 6 Data Source: The Instructional Activity Information System (IAIS); Student Information System (SIS)

Notes:
1. Metric includes 3-quarter average SCH for all credit-bearing courses (fixed- and variable-unit) and all levels (undergraduate, graduate, professional)
2. Metric derived by comparing faculty workload by pay with faculty workload by course.
3. There are a number of joint appointments between SOM and CBS. Many faculty with these joint appointments teach CBS courses but are paid in the SOM, which is reflected in the substantial proportion of SOM-taught instruction outside of the SOM.
4. CA&ES faculty often teach in CBS.
METRIC 7: Teaching Assistant (TA) Workload: Ratio of Undergraduate Student Credit Hours to TA

Metric 7 Data Source: The Instructional Activity Information System (IAIS), Student Information System (SIS)

Note:
1. Teaching Assistant ratios are often reported as students/TAs. To report in this way, UC Davis has historically converted SCH to Student FTE by dividing SCH by 15 to include a full course load for a student. However, using a pure ratio of SCH/faculty is a more accurate measure of workload since course units and loads for TAs and faculty vary across academic units.
2. TAs include only those who have TA title codes.
3. The large change in TA usage in HArCS in 2013-14 is due to a combination of several factors: 1) In 2013-14, students teaching first and second year language courses in some units were classified as AIs instead of TAs, which resulted in fewer TA FTEs for HArCS; 2) With the transition of ESL courses to HArCS in 2013-14, the total denominator of SCH grew, but TA usage in ESL courses is minimal; 3) HArCS has a trend of declining enrollment in large courses, resulting in less TA hiring for large enrollment classes than in the past.
METRIC 8: Size of Undergraduate and Graduate Courses Offered

Undergraduate Three Term Total Number of FIXED-UNIT, Credit-Bearing sections by class size

8A. Campuswide Total Sections by College/Division - UG Fixed Unit*

8B. Campuswide Percent of Total Sections Offered by Size - UG Fixed Unit*
8C. Colleges and Divisions - UG Fixed Unit*

The diagram shows the number of class sections for different colleges and divisions from 2009-10 to 2013-14. The x-axis represents the fiscal years, and the y-axis represents the number of class sections.

The bars are color-coded as follows:
- Blue: 1-10
- Red: 11-25
- Green: 26-50
- Light blue: 51-100
- Teal: 101-200
- Orange: 201-300
- Purple: 301+

The bars for each college or division are stacked vertically, with the sections for each category represented by different colors. The data trends over the years indicate changes in the number of class sections for each category.
8D. Schools - UG Fixed Unit*

The image contains two bar charts showing the number of class sections for different schools and years. The bars are color-coded to represent different ranges of class section sizes:
- 1-10
- 11-25
- 26-50
- 51-100
- 101-200
- 201-300
- 301+

The charts display data for GSM, SOE, SOM, and SVM for the years 2009-10 to 2013-14.
Undergraduate Three Term Total Number of NON-Credit Sections by Class Size

8E. Campuswide Total Sections by College/Division - UG Non-Credit*

8F. Campuswide Percent of Total Sections Offered by Size - UG Non-Credit*
Graduate Three Term Total Number of FIXED-UNIT, Credit-Bearing sections by class size

8I. Campuswide Total Sections by College/Division - GR Fixed Unit*

8J. Campuswide Total Sections by School - GR Fixed Unit*
8K. Campuswide Percent of Total Sections Offered by Size - GR Fixed Unit*

![Graph showing the percent of total sections offered by size for different years from 2009-10 to 2013-14. The graph indicates the percentage of sections offered in each size category, with a trend line showing the changes over the years.](image-url)
8L. Colleges and Divisions - GR Fixed Unit*

Number of Class Sections

CA&ES CBS COE HArCS MPS DSS

Number of Class Sections

CA&ES CBS COE HArCS MPS DSS

Legend:
- 1-10
- 11-25
- 26-50
- 51-100
- 101-200
- 201-300
- 301+
Graduate Three Term Total Number of NON-Credit Sections by Class Size

8N. Campuswide Total Sections by College/Division - GR Non-Credit*

8O. Campuswide Total Sections by School - GR Non-Credit*
8P. Campuswide Percent of Total Sections Offered by Size - GR Non-Credit*

![Graph showing the percent of total sections offered by size from 2009-10 to 2013-14 for GR Non-Credit. The graph indicates the following:

- For classes of size 1-10, the percentage remains above 50% from 2009-10 to 2012-13, then decreases slightly in 2013-14.
- For classes of size 11-25, the percentage increases from below 20% in 2009-10 to above 20% in 2013-14.
- For classes of size 26-50, the percentage remains stable around 10% from 2009-10 to 2013-14.
- For classes of size 51-100, the percentage decreases from 5% in 2009-10 to below 2% in 2013-14.
- For classes of size 101-200, the percentage decreases from above 5% in 2009-10 to below 5% in 2013-14.]}
8Q. Colleges and Divisions - GR Non-Credit*
8R. Schools - GR Non-Credit*

[Bar chart showing the number of class sections from 2009-10 to 2013-14 for SOE, SOM, SON, and SVM departments. The chart is color-coded to represent different section sizes: 1-10, 11-25, 26-50, 51-100, 101-200, 201-300, and 301+ sections.]

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Metric 8 Data Source: The Instructional Activity Information System (IAIS); Student Information System (SIS)

Notes:
* Indicates new metric or display added in 2014-15.

1. Fixed-Unit: In general, fixed-unit courses are regularly scheduled, unit-bearing courses with consistent academic content that is not materially altered based on the students in the course. The format of these courses is typically a lecture, discussion, seminar or lab.

2. Non-Credit Bearing: These are class sections such as labs, discussion sections, field work and performance that are only offered in combination with credit-bearing courses. They typically have a smaller enrollment per section than the Credit-bearing section with which they are affiliated.

3. SVM data is influenced by a significant curriculum change and change to semesters that has been phased-in during the period 2011-12 through 2014-15 by entry cohort. Beginning in 2015-16 all DVM students will be on the new DVM curriculum and semesters. For this reason comparisons with prior years during this period are not likely to be viable.
METRIC 9: Time to Degree and Graduation Rates

Time to Degree - Number of Quarters (Measured by Graduating Cohort)

9A. Freshman

9B. Transfer
Freshman Graduation Rate – Percent of Fall Cohort

9C. 4 Year Graduation Rates

9D. 6 Year Graduation Rates
Transfer Graduation Rate – Percent of Fall Cohort

9E. 2-Year Graduation Rates

9F. 4 Year Graduation Rates
**Metric 9 Data Source:** Institutional Analysis Grad App—captured from the Student Information System

**Notes:**
1. Time to Degree: Stated in terms of graduating cohort: for students who graduated in the specified academic year, quarters elapsed from quarter of first enrollment to graduation, not counting summer sessions.
2. Time to Degree calculation of elapsed terms does not include summers.
3. Graduation Rate: Stated in terms of entering cohort. Of students who first enrolled in the specified year, what percent graduated in four years or six years (if admitted directly from high school); two years or four years (if admitted by transfer).
METRIC 10: Student Ethnic Diversity

10A. Undergraduate – Colleges and Divisions

![Graph showing student ethnic diversity metrics from Fall 2010 to Fall 2014 for various colleges and divisions, including African American/Black, American Indian, Hispanic/Latino, Asian/Pacific Islander, White, Unknown/Other, and International. The graphs display trends over the years for each category across different colleges and divisions.]
10C. Graduate – Schools

[Bar charts showing enrollment percentages and numbers for different schools and ethnic groups over the years 2010 to 2014.]
**Metric 10 Data Source:** Student Information System

**Note:**
1. 10C Graduate Schools—for School of Law the programs included in this chart are the two LLM programs that are specifically targeted to international lawyers.
**METRIC 11: Faculty Data**

Filled Ladder Rank and Lecturer SOE Full Time Equivalent (FTE)

**11A. Colleges and Divisions**

![Graph showing filled ladder rank and lecturer SOE full time equivalent (FTE) for colleges and divisions over the years 2010 to 2014. The graph includes data for CA&ES, CBS, COE, HArCS, MPS, and DSS.]

**11B. Schools**

![Graph showing filled ladder rank and lecturer SOE full time equivalent (FTE) for schools over the years 2010 to 2014. The graph includes data for GSM, SOE, LAW, SOM, SON, and SVM.]}
Faculty by Rank

Figure 11C. Colleges and Divisions
Figure 11D. Schools
Ethnic Diversity (Ladder Faculty and Lecturer SOE)

11E. Colleges and Divisions

[Diagrams showing ethnic diversity percentages and numbers for CA&ES, CBS, COE, HArCS, MPS, and DSS for Fall 2010 to Fall 2014]

Legend:
- African American/Black
- American Indian
- Hispanic/Latino
- Asian/Pacific Islander
- White
- Unknown/Other
**Metric 11 Data Source:** PPS Decision Support, Academic Affairs Database, and Academic Affairs Diversity Database

**Note:**
1. Filled ladder rank Faculty FTE includes Agricultural Experiment Station (AES) appointments when the individual in that appointment holds a concurrent ladder rank Instruction and Research (I&R) appointment.
2. School of Law uses the Acting Professor of Law title code for pre-tenure faculty and is represented as Assistant Professors in the above table.
3. 11A & 11B: Filled Ladder Rank and Lecturer SOE Full-Time Equivalent as of October 31 of the fiscal year.
4. Figures include professorial and lecturer SOE title codes paid on all funds. Excludes continuing lecturer, recall professorial, and recall emeritus title codes.
5. AES FTE is excluded if there is no concurrent ladder-rank I&R appointment. CA&ES, CBS, and SVM figures include AES faculty FTE.
6. Some SON faculty were initially hired into Clinical X Series and are being transitioned to professorial title codes through the merit cycle.
**METRIC 12: Faculty Hiring Trends**

**Figure 12A. Colleges/Divisions Ladder Faculty Recruitment and Hiring Trends**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitments Authorized (Search Year)</td>
<td>34</td>
<td>70</td>
<td>66</td>
<td>78</td>
<td>109</td>
</tr>
<tr>
<td>Hires (Appointment Year)</td>
<td>12</td>
<td>20.2</td>
<td>39.33</td>
<td>33</td>
<td>60</td>
</tr>
<tr>
<td>Separations (Following Exit Year)</td>
<td>-51.97</td>
<td>-60.5</td>
<td>-37.33</td>
<td>-52.5</td>
<td>-36</td>
</tr>
<tr>
<td>Net Change Hires-Separations</td>
<td>-39.97</td>
<td>-40.3</td>
<td>2</td>
<td>-19.5</td>
<td>24</td>
</tr>
</tbody>
</table>

**Filled Faculty N = 1,088 as of 10/31/14**

**Notes:**
1) Total recruitments includes continuing and new. Recruitments authorized as continuing in July that resulted in a hire as of 9/30/14 are not counted as a recruitment in FY2014-15. Also includes 16 authorized HIP searches.
2) Hires in 2014-15 includes offers accepted with start dates that fall in 2014-15.
3) Separations have been shifted to the year following the separation to better reflect faculty available for instruction within a given academic year. The majority of separations occur during the final quarter of the fiscal year - or after teaching for that academic year is complete.
4) Figures represent professorial and AES positions. AES positions are excluded if there is no concurrent professorial or lecturer SOE anchoring appointment.
Faculty Hiring

12B. Colleges and Divisions

12C. Schools
Faculty Separations

12D. Colleges and Divisions

12E. Schools
**Metric 12 Data Source:** BIA Faculty Recruitment Database, Annual Faculty Recruitment Reports, DaFIS DS, and PPS DS.

**Notes:**
1. Faculty hire dates lag the recruitment authorized fiscal year. Start-date for hires is generally July 1 of the following fiscal year. For example, a recruitment authorized in 2012-13 that was successful would likely result in a hire in 2013-14. However, this pattern can vary, so it does not always follow that all hires in a given year were the result of the prior year’s authorized recruitments.
3. These numbers include hires that occurred outside of the traditional hiring process (Partner Opportunities Program, Target of Excellence, and changes in title code into the I&R series).
4. Separations have been shifted to the year following the separation to better reflect faculty available for instruction within a given year. The majority of separations occur during the final quarter of the fiscal year - or after teaching for that academic year is complete.
## METRIC 13: Graduate Student Financial Support, 2013-14

<table>
<thead>
<tr>
<th>Department Based</th>
<th>Graduate Group</th>
<th>Average Amount of Support Per Student Per Quarter</th>
<th>% of Students Receiving Support</th>
<th>% of Students Receiving Full Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doctorate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Of Agricultural &amp; Environmental Sciences</td>
<td>356</td>
<td>1,451</td>
<td>$11,951</td>
<td>$11,608</td>
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<tr>
<td>College Of Biological Sciences</td>
<td>0</td>
<td>1,055</td>
<td>$11,434</td>
<td>$11,740</td>
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<td>College Of Engineering</td>
<td>1,060</td>
<td>650</td>
<td>$12,109</td>
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<tr>
<td>Division of Social Sciences</td>
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<td>69</td>
<td>$12,789</td>
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<tr>
<td>Division of Humanities, Arts &amp; Cultural Studies</td>
<td>500</td>
<td>222</td>
<td>$12,779</td>
<td>$12,077</td>
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<tr>
<td>Division of Mathematical &amp; Physical Sciences</td>
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<td>187</td>
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<td>Graduate Studies</td>
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<td><strong>Masters</strong></td>
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<td>College Of Agricultural &amp; Environmental Sciences</td>
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Metric 13 Data Source: Data for this report is derived from multiple sources: Student Information System (SIS), Kuali Financial System (KFS), Payroll Personnel System Data Warehouse (PPS-DW), Local Database in Office of Graduate Studies (attributes of graduate programs).

Notes:

1. The student counts in this report are based on student enrollment in three regular quarters (F, W, Sp), excluding enrollment in other terms, such as summer sessions or semesters. The count of students receiving support is cumulative over the course of three quarters—it is possibly best thought of as student quarters of support. A student receiving support in all three quarters is counted three times, two quarters, two times, and one quarter, one time.

2. This report only includes graduate academic students who pay standard graduate student fees. Students in professional programs, programs that have a professional degree supplemental tuition, or self-supporting degree programs are excluded. The fee structure, different schedules (i.e. semester, or required summer quarters), and different return-to-aid expectations for these programs complicate comparisons and aggregation with support levels in graduate academic programs to the point that such comparisons/aggregations are not meaningful. Therefore, we have not included these programs in summary level information by lead dean.

3. Percent of students receiving support is the total number of 2013-14 regular academic year student quarters (Fall, Winter, Spring) in which support was received or to which summer support was imputed (please see also note 4) divided by the total number of regular academic year student quarters (Fall, Winter, Spring) enrolled.

4. Percent of students receiving full support is total number of 2013-14 regular academic year student quarters (Fall, Winter, Spring) in which full support was received divided by the total number of regular academic year student quarters enrolled.

The Office of Graduate Studies considers a student fully supported if the combined support received is equal to or greater than a specified amount that considers fees, tuition and living expenses, and varies with residency status. That amount is defined on a quarterly basis as the sum of: GSR Level III salary (half of the monthly full-time rate multiplied by three), tuition, NRT if applicable, student services fee, campus-based fees, and health care cost.

Some graduate programs offer support on a 12-month basis (for example, a student may work during the summer as a GSR). In such programs, a student’s support received in a regular quarter (F, W, Sp) may not appear to be sufficient to be considered full support. For this reason, determination of full support involves two tests. The first test evaluates a student’s support in a regular quarter. If the total amount of support received meets the full-support standard, the student is considered fully supported. If not, the second test adds any support the student received during the preceding summer sessions, whether the student was registered to take classes or not, to the amount of support received in each under-funded quarter, and re-evaluates the resulting amount against the full-support standard.

One complication associated with this approach is that a student may be under-funded for more than one quarter during an academic year. To address this problem, determination of full support is made at the end of an academic year. If a student is under-funded in all three regular quarters, the student’s summer support, if any, is divided by three and a third is added to support received in each under-funded quarter; if a student is under-funded in two quarters, half of any summer support is added to the amount of support received in each under-funded quarter. The full-support standard is not applied to students who register for coursework in summer sessions or to professional-degree students. For more details, please consult publications by Offices of Graduate Studies (http://gradstudies.ucdavis.edu/employment/index.html) and Budget and Institutional Analysis (http://budget.ucdavis.edu/studentfees).

Examples:

A resident graduate academic student received $11,000 in each of the three quarters (F, W, Sp) of 2013-14. This student would be considered fully supported under the OGS standard in all of those quarters since the amount of aid the student received exceeded the standard of $10,118 per quarter.

Another student, also a resident, received $10,000 each in the same quarters. If this student received no other support, the student would be considered supported, but not fully supported. However, if this student instead also received a total of $3,000 in the summer of 2013, the student would be considered fully supported in all three quarters because $10,000 plus $1,000 ($3,000/3) is greater than the standard of $10,118.